DOCUMENT RESUME

ED 322 654 EC 231 840

| | |
|---|---|
| TITLE | Oral Communication Curriculum. Resource Manual. |
| INSTITUTION | Metropolitan Consortium of Lead Speech-Language Pathologists, Atlanta, GA. |
| PUB DATE | 88 |
| NOTE | 80p.; Document contains small print. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Articulation (Speech); Articulation Impairments; *Classroom Techniques; *Communication Disorders; Elementary Secondary Education; *Speech Pathology; *Speech Therapy; Student Educational Objectives; Teaching Methods; *Teamwork |
| IDENTIFIERS | Prereferral Intervention |

ABSTRACT

This resource manual has been compiled to facilitate collaboration between teachers and speech-language pathologists (SLPs), to describe types of communication disorders that SLPs work with, to identify practical pre-referral techniques for classroom implementation, and to outline goals and objectives used in remediating speech and language disorders. Following an overview of oral communication concepts, disorders in the areas of articulation, fluency, language and voice are discussed, and within each of these areas student support team (SST) processes are described and checklists for goals and objectives are provided. Appendices include an SST position statement and a sample SST summary form. (PB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 231840

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janice W. Monk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# ORAL COMMUNICATION CURRICULUM

# RESOURCE MANUAL

Prepared by the
1987-88 Metropolitan Consortium
of
Lead Speech-Language Pathologists
Atlanta, Georgia

printed by
Metro RESA
2268 Adams Dr., NW
Atlanta, GA 30318

TABLE OF CONTENTS


| | Page No. |
|---|---|
| I. Acknowledgments | 4 |
| II. Contributors - Members of the Metro Consortium of Lead SLPs, 1987-88 | 5 |
| III. Preface | 6 |
| IV. Introduction | 7 |
| V. Oral Communication: An Overview | 8 |
| VI. Disorder Areas | 10 |
| A. Articulation | 10 |
| 1. Description/Considerations | 11 |
| 2. SST Process/Modifications | 13 |
| 3. Goals and Objectives | 17 |
| a. Traditional | 17 |
| b. Phonological Process | 18 |
| B. Fluency | 20 |
| 1. Description/Considerations | 20 |
| 2. SST Process/Modifications | 23 |
| 3. Goals and Objectives (K-5 and 6-12) | 26 |
| C. Language | 29 |
| 1. Description/Considerations | 29 |
| 2. SST Process/Modifications | 32 |
| 3. Checklists | 33 |
| 4. Goals and Objectives | 46 |
| a. Pragmatics | 46 |
| b. Phonology | 47 |
| c. Listening | 48 |
| d. Syntax/Morphology | 49 |
| e. Semantics | 52 |

Table of Contents - Continued


| | | Page No. |
|---|---|---|
| D. | Voice | 56 |
| | 1. Description/Considerations | 56 |
| | 2. SST Process/Modifications | 58 |
| | 3. Goals and Objectives | 60 |
| | a. Quality | 60 |
| | b. Pitch | 61 |
| | c. Loudness | 61 |
| | d. Prosody | 62 |
| VII. Appendices | | 63 |
| A. | Division for Exceptional Students SST Position Statement | 64 |
| B. | Sample SST Summary Form | 65 |
| C. | Gwinnett County's Focus on Academic Achievement | 66 |

## ACKNOWLEDGMENTS

Members of the Metropolitan Consortium of Lead Speech-Language Pathologists gratefully acknowledge the assistance and cooperation of the following individuals in the development of the Oral Communication Curriculum Resource Manual: Deidre Bunn, Susan Christensen, Jody Codwise, Lonnie Puhger (Cobb County Public Schools Speech-Language Pathologists); Dr. William Hammond (State Consultant, Secondary Language Arts Program); Virginia Brickman (Child Serve Coordinator, Georgia Learning Resources System-East); MaryAnne Jenkins (Secretary, Gwinnett County Schools); and Hazel J. Mahone (Secretary, State Department of Education).

## Contributors

| | |
|---|---|
| Margy Conners | -Cobb County |
| Dorothy Edwards | -Gwinnett County |
| Sandy George | -DeKalb County |
| Maureen Hicks | -DeKalb County |
| Jenny Deuchler-Hopper | -Decatur City |
| Rita Horton | -Coweta County |
| Vivian Hudson | -DeKalb County |
| Patsy Kononen | -Cherokee County |
| RoseMarie H. Lockett | -DeKalb County |
| Linda Lowe | -Newton County |
| Brenda Marquis | -DeKalb County |
| Ellie Mascara | -Fayette County |
| Janice Monk | -Atlanta City |
| Jean Owen | -Marietta City |
| Peggy Perry | -Rockdale County |
| Cherry Rayfield | -Clayton County |
| Rebecca K. Reeves | -State Department of Education |
| Roselyn Roberts | -Fulton County |
| Marty Shepherd | -Decatur City |
| Susan P. Smith | -Gwinnett County |
| Cindy Trammell | -Fulton County |
| Jean Ann Wacker | -Cobb County |
| Melanie Wells | -Buford City |
| Deborah White | -Buford City |
| Julianna Williams | -Bibb County |

## Contributors

| | |
|---|---|
| Margy Conners | -Cobb County |
| Dorothy Edwards | -Gwinnett County |
| Sandy George | -DeKalb County |
| Maureen Hicks | -DeKalb County |
| Jenny Deuchler-Hopper | -Decatur City |
| Rita Horton | -Coweta County |
| Vivian Hudson | -DeKalb County |
| Patsy Kononen | -Cherokee County |
| RoseMarie H. Lockett | -DeKalb County |
| Linda Lowe | -Newton County |
| Brenda Marquis | -DeKalb County |
| Ellie Mascara | -Fayette County |
| Janice Monk | -Atlanta City |
| Jean Owen | -Marietta City |
| Peggy Perry | -Rockdale County |
| Cherry Rayfield | -Clayton County |
| Rebecca K. Reeves | -State Department of Education |
| Roselyn Roberts | -Fulton County |
| Marty Shepherd | -Decatur City |
| Susan P. Smith | -Gwinnett County |
| Cindy Trammell | -Fulton County |
| Jean Ann Wacker | -Cobb County |
| Melanie Wells | -Buford City |
| Deborah White | -Buford City |
| Julianna Williams | -Bibb County |

## PREFACE

Over the last five years, the Metropolitan Consortium of Lead Speech-Language Pathologists has undertaken a number of projects designed to facilitate collaboration between teachers and speech-language pathologists (SLPs) in the area of oral communication. These projects have included the development of 1) language checklists (grades K-12) based on The Basic Curriculum Content for Georgia's Public Schools (1985), 2) Student Support Team (SST) Modifications and Strategies for students with oral communication problems and, 3) annual goals and objectives for speech and language disordered students.

In light of the emphasis on oral communication skills in the mandated Georgia Quality Core Curriculum (1988), the Consortium agreed that the time had come to integrate its products into this document, Oral Communication Curriculum Resource Manual.

The manual is offered as a working document which will be revised as necessary to maintain its practicality. We hope that this manual can be used by teachers and SLPs in their combined efforts to assist students in becoming more effective oral communicators.

The referents "her" and "she" are used throughout this document as a matter of convience.

The Metropolitan Consortium of Lead
Speech-Language Pathologists (1988)

One of the major underlying goals of the Georgia Quality Core Curriculum (GQCC) is to assist students in developing effective oral communication skills. To this end, students are expected to demonstrate certain oral communication competencies at various grade levels through graduation from high school.

Individuals who have effective communication skills are more than merely good speakers. They have learned through many years of practice to coordinate the oral mechanism to produce well-articulated, meaningful, fluent speech. In addition, they are capable of using speech to effect certain desired outcomes in a variety of environments including social and vocational settings. Above all, individuals with effective oral communication skills have developed highly refined listening skills.

In the schools, average students should have little difficulty gaining oral communication competence if they respond to the demands of the curriculum to listen, speak, and communicate. However, for at least 3.5 percent of a school population, becoming an effective oral communicator will require the direct intervention of a speech-language pathologist.

The speech-language pathologist (SLP) is a specialist who evaluates, diagnoses and remediates disorders of human communication. Disorders of articulation (sound production), language (use of symbols to comprehend and express ideas), fluency (rate and rhythm of speech) and voice (volume, pitch and quality) interfere with the acquisition and utilization of effective oral communication skills.

While there are disorders of oral communication, not all oral communication problems are disorders. Such communication problems as dialectal differences, limited English proficiency and maturational articulation and language delays are frequently brought to the attention of the SLP but are unlikely to require remediation by the SLP. To determine when students who have oral communication problems should be referred to the SLP, the classroom teacher and speech-language pathologist must be summoned to work as a team to make this decision.

With the advent of student support teams (SSTs) in Georgia's schools and a mandated quality core curriculum, it has become more evident that teachers and SLPs must share the responsibility for producing effective oral communicators. Collaboration between and among these two groups is critical if students are to be helped.

This oral communication curriculum resource manual has been compiled to 1) facilitate collaboration between teachers and SLPs; 2) describe the type of communication disorders with which the SLP works; 3) identify practical suggestions and activities that classroom teachers can use prior to referring students with these disorders to the SLP and, 4) show the types of goals and objectives used in remediating speech and language disorders.

One of the major underlying goals of the Georgia Quality Core Curriculum (GQCC) is to assist students in developing effective oral communication skills. To this end, students are expected to demonstrate certain oral communication competencies at various grade levels through graduation from high school.

Individuals who have effective communication skills are more than merely good speakers. They have learned through many years of practice to coordinate the oral mechanism to produce well-articulated, meaningful, fluent speech. In addition, they are capable of using speech to effect certain desired outcomes in a variety of environments including social and vocational settings. Above all, individuals with effective oral communication skills have developed highly refined listening skills.

In the schools, average students should have little difficulty gaining oral communication competence if they respond to the demands of the curriculum to listen, speak, and communicate. However, for at least 3.5 percent of a school population, becoming an effective oral communicator will require the direct intervention of a speech-language pathologist.

The speech-language pathologist (SLP) is a specialist who evaluates, diagnoses and remediates disorders of human communication. Disorders of articulation (sound production), language (use of symbols to comprehend and express ideas), fluency (rate and rhythm of speech) and voice (volume, pitch and quality) interfere with the acquisition and utilization of effective oral communication skills.

While there are disorders of oral communication, not all oral communication problems are disorders. Such communication problems as dialectal differences, limited English proficiency and maturational articulation and language delays are frequently brought to the attention of the SLP but are unlikely to require remediation by the SLP. To determine when students who have oral communication problems should be referred to the SLP, the classroom teacher and speech-language pathologist must be summoned to work as a team to make this decision.

With the advent of student support teams (SSTs) in Georgia's schools and a mandated quality core curriculum, it has become more evident that teachers and SLPs must share the responsibility for producing effective oral communicators. Collaboration between and among these two groups is critical if students are to be helped.

This oral communication curriculum resource manual has been compiled to 1) facilitate collaboration between teachers and SLPs; 2) describe the type of communication disorders with which the SLP works; 3) identify practical suggestions and activities that classroom teachers can use prior to referring students with these disorders to the SLP and, 4) show the types of goals and objectives used in remediating speech and language disorders.

ORAL COMMUNICATION: AN OVERVIEW

Oral communication is one of the most complex, yet sublime, skills known to human kind. Oral communication, while only one aspect of the whole continuum of communication, has the most profound influence on human interactions and relationships.

Children enter school with varying degrees of oral communication skills reflecting their cognitive abilities, environmental exposure and cultural differences. Educators challenge is to build upon the skills that children bring to the school and expand students' levels of communicative competency so that they may experience social, emotional, academic and vocational success.

The cornerstone of oral communication is a language system which provides for the understanding of basic concepts and the expression of ideas. A forecast of academic success is the student's ability to respond proficiently to the language demands of a graded curriculum.

Students who have difficulty with oral communication proficiency should be distinguished from students with oral communication disorders. Not all differences, including delays, are disorders. It is the SLP's role to diagnose those students whose differences or disorders of oral communication are significant enough to require intervention.

School districts assume responsibility for serving students with disorders of oral communication by providing a continuum of comprehensive services. The following descriptions outline program service and scheduling models designed to provide a continuum of speech-language services (ordered from least to most restrictive environment).

-The consultant model. In this model, the speech-language pathologist provides information for the regular or special classroom teacher or aide when pupils in the class require some modification in the program. The speech-language pathologist is responsible for teacher and paraprofessional in-service education programs.

This model is effective for students demonstrating emerging communication skills, students at the carry-over level, or students demonstrating oral communication delays or differences.

-Regular classroom placement with supportive services. This model offers supportive services provided by speech-language pathologists. Direct or indirect services may be offered in the following ways.

Itinerant basis--the speech-language pathologist provides continuous, on-going services to pupils in more than one school or center. Scheduling options for this type of service include intermittent sessions on a regular basis or intensive cycling, which provides daily service in a particular school or center for a specified block of time.

Single-building basis--the speech-language pathologist is assigned full-time to one building or center. Services may be provided by either intermittent or intensive scheduling. Many school districts assign at least one speech-language pathologist to a single building on a full-time basis to permit implementation of the full continuum of services, expedite appropriate scheduling, improve communication with teachers and other school staff and expand parent counseling and instruction.

-The resource room--This model provides a part-time class (up to one-half of school day) where speech-language pathologists provide daily instruction for individual students or groups with severe language and speech disorders and require intensive services. The students continue to be enrolled in regular or special classes.

-The self-contained class--This model is most useful for students with severe communication disorders which prevent successful enrollment in regular or other special classes. The educational program emphasizes the development of receptive and expressive language competencies necessary for academic, social and emotional growth. A complete instructional day with an objective of at least minimal integration (that is, lunch, PE, art and music) is provided by the speech-language disorders staff.

Adapted from: Speech and Language Impaired Resource Manual, Georgia Department of Education, Program for Exceptional Children, 1980, pps. 26-27.

-DISORDER AREAS-

## A. ARTICULATION

1. DESCRIPTIONS/CONSIDERATIONS

a. Description

An articulation disorder is defined as the abnormal production of speech sounds. It is characterized by the omission of sounds, substitution of one sound for another, sound distortions, inappropriate addition of a sound and/or lack of normal speech sound integration during conversational speech.

An articulation disorder is considered mild when errors are few but consistent and intelligibility is not affected.

An articulation disorder is considered moderate when many articulation errors are present and the student's intelligibility is fair to poor to the majority of listeners unfamiliar with the student's speech. The articulation disorder may affect the student's ability to appropriately interact within the educational and/or social setting.

An articulation disorder is considered severe when numerous articulation errors are present and the student's speech is unintelligible to the majority of listeners.

b. Considerations:

When determining the presence of an articulation disorder, the following factors should be considered:

1) Dialect
Regional pronunciations and foreign accents are not considered articulation disorders. These are speech differences.

2) Developmental Norms
Speech sounds develop in a specific order according to chronological age. Normative data are available to serve as a guideline in identifying articulation disorders.

3) Educationally Significant
Articulation disorders may have an impact on academic performance, emotional stability and social interaction.

4) Intelligibility
Intelligibility of articulation in conversational speech is based upon the perceptions of the SLP and other listeners in a student's environment.

5) Stimulability
The ability to imitate or approximate a sound correctly may or may not indicate the need for intervention.

6) Organic
A student's prognosis for successful remediation of an articulation disorder may be limited due to various physical and neurological conditions. These conditions include cerebral palsy, cleft palate, specific syndromes, oral-facial anomalies, hearing impairment, dystrophies, apraxias and dysarthrias, etc.

7) Tongue Thrust
Students who exhibit tongue thrust behavior without an associated articulation disorder are not candidates for services.

8) Error Patterns
The type of error, frequency of occurrence and the total number of sounds in error may influence the decision for treatment.

9) Prognosis
Prognosis for successful remediation of an articulation disorder may be influenced by a student's level of motivation and participation, regular attendance, maturity, physical and mental development, and parental involvement in the therapy process.

10) Severity
Articulation disorders should be assigned severity ratings (mild, moderate, severe) based on the preceding factors.

## 2. SUGGESTIONS FOR STUDENT SUPPORT TEAMS (SSTs)

If a teacher suspects a student has an oral communication problem, she should refer the student to the SST in her school. Suggestions for modifications in the classroom and referrals for speech-language evaluations should be made through the SST process. A copy of the Division for Exceptional Students' Position Statment on the Use of SSTs with SI Students can be found in Appendix A of this document.

Prior to the initial SST meeting, the enclosed checklist may be completed by the teacher who suspects that the student has an articulation problem. This checklist can guide the SST in selecting classroom modifications for immediate implementation. A list of suggested modifications is included.

A. ARTICULATION CHECKLIST FOR STUDENT SUPPORT TEAM*

STUDENT'S NAME _____ DOB _____ SCHOOL _____

TEACHER'S NAME _____ DATE COMPLETED _____

---

Are student errors within developmental norms? YES_____ NO_____

Does student leave out sounds in words? YES_____ NO_____
Which sounds? _____

Does student substitute one sound for another in words? YES_____ NO_____
Some examples:_____

Does student distort sounds in words? YES _____ NO_____
Some examples:_____

Do you hear student's speech sound errors _____Consistently _____Occasionally

Can other students understand the student? YES_____ NO_____ Sometimes _____

What does the student do if people can't understand him? _____

_____

_____

How does the student react to peer pressure and/or teasing concerning his/her speech? _____

_____

_____

Is the student aware that he/she has a speech problem?YES____ NO____DON'T KNOW ____

In what situations are you unable to understand the student?
DURING READING _____ PLAYGROUND AND CAFETERIA _____ GROUP ACTIVITIES _____
FREE TIME _____ OTHER _____

Does the student have any dental or physical problems which might affect speech? If so, describe problem. (i.e., are front teeth missing?) _____

_____

Can student say sound(s) and/or words correctly when he imitates you? YES___ NO____

How does the speech problem affect the student's ability to succeed in the classroom? (Please describe)

_____

_____

*Please refer to the Sander Developemental Norms provided.

Source: Cobb County Public Schools, Resource Manual, 1987,1988.

## ERIC SANDER'S DEVELOPMENTAL NORMS

Note:

Articulation errors are not considered a problem until the student is one year older than stated on the developmental norms.

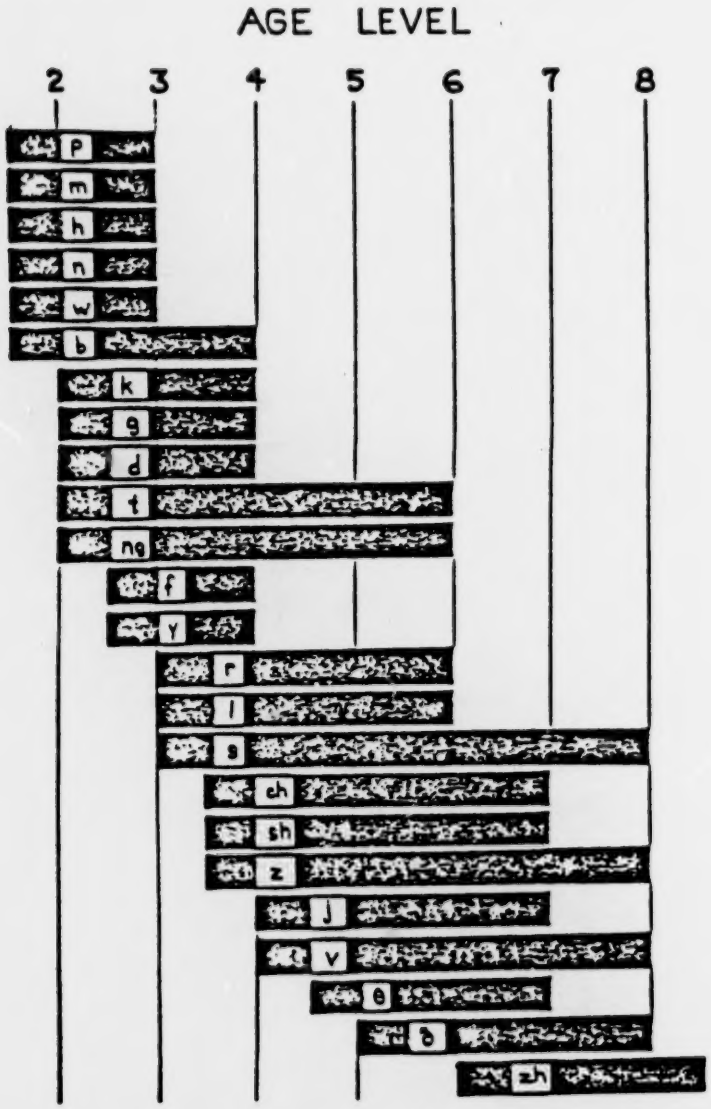


*Figure 1. Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary articulation; it stops at an age level at which 90% of all children are customarily producing the sound. (From Templin, 1957; Wellman et al., 1931.)*

Source: Sander, Eric. "When are speech sounds learned?" Journal of Speech and Hearing Disorders (JSHD), Volume 37, Number 1, pp. 55-63, 19__

## SST MODIFICATIONS FOR ARTICULATION

Articulation errors are not considered a problem until the student is one year older than stated on the developmental norms. Teachers, please refer to Eric Sander's developmental norms. Poor intelligibility of a student's speech may warrant a referral to SST. However, a direct referral to special education may be inappropriate for students who exhibit developmental errors or dialectal differences.

Strategies:

Be a good model by emphasizing the target sound to the child. For example, prolong and/or exaggerate the sound in all positions in words as they occur in conversation.

Set up a learning center using phonic activities. Have picture cards containing the target sound(s), stories loaded with the target sound(s) and phonics activity sheets containing target sounds.

In a small group setting (reading group) or transition/quiet times (after PE, before lunch, etc.), have an activity emphasizing the target sound:

1) Find things around the room that contain the target sound(s).

2) Talk about how the sound(s) is/are made; place the hand in front of mouth to feel where the air is released. Place the hand on the voice box and feel whether or not there is vibration.

3) Say the sound(s) correctly and incorrectly - can the student identify the correct production from the incorrect production?

4) Have the student imitate the sound(s).

5) Have a list of 20 words that begin with the target sound(s). Can the student imitate at least five of the words? If he gets at least 5 correct, drill these words.

6) Emphasize mouth placement and use mirror. The student should improve over a period of time. Use the Language Master or Voxcom to help the student listen to the sound(s).

Source:
"Speech Problems: What You Should Do and Shouldn't Do.", Learning, Donald Mowrer, January 1978.

3. IEP GOALS AND OBJECTIVES FOR ARTICULATION

a. Traditional Goals

The student will correctly produce the following target sounds

_____
_____
_____
_____

from the _____ (e.g. discrimination, isolation, syllables, words, phrases, sentences, etc.) level to _____ (e.g. discrimination, isolation, syllables, words, phrases, sentences, etc.) level.

1. The student will discriminate the SLP's correct and incorrect production of target sounds _____ with _____% accuracy.

2. The student will produce the target sounds _____ with _____% accuracy.

3. The student will produce the target sounds _____ in syllables with _____% accuracy.

4. The student will produce the target sounds in words with _____% accuracy.

5. The student will produce the target sounds in phrases with _____% accuracy.

6. The student will produce the target sounds in sentences with _____% accuracy.

7. The student will produce the target sounds _____ in reading/structured activities with _____% accuracy.

8. The student will produce the target sounds _____ in structured conversation with _____% accuracy.

9. The student will produce the target sounds _____ in unstructured conversation with _____% accuracy.

10. The student will produce the target sounds _____ in two environments outside therapy setting with _____% accuracy.

b. Phonological Processing Goals

The student will correctly produce the following phonological processes: _____ _____ _____ ___ ___

1. The student will produce all syllables of equal stress compound words and multisyllabic words in which syllables have been deleted, with _____ % accuracy.

2. The student will produce all prevocalic and postvocalic clusters where sounds have been deleted, with _____ % accuracy.

3. The student will produce all prevocalic and postvocalic obstruents where obstruents have been deleted, with _____ % accuracy.

4. The student will produce all prevocalic and postvocalic strident sounds where the stridency feature has been deleted, with _____ % accuracy.

5. The student will produce all prevocalic and postvocalic velar sounds where front sounds have been substituted, with _____ % accuracy.

6. The student will produce prevocalic voiced consonants where voiceless cognates have been substituted, with _____ % accuracy.

7. The student will produce consonants where glottal sounds have been substituted, with _____ % accuracy.

8. The student will produce prevocalic and postvocalic front sounds consonants where back sounds have been substituted, with _____ % accuracy.

9. The student will produce prevocalic and postvocalic continuant sounds where affrication has been substituted, with _____ % accuracy.

10. The student will produce prevocalic and postvocalic affricate sounds where other sounds have been substituted, with _____ % accuracy.

11. The student will produce prevocalic and postvocalic sounds without palatization where palatization has been substituted or added, with _____ % accuracy.

12. The student will produce prevocalic and postvocalic palatal sounds where other sounds have been substituted, with _____ % accuracy.

13. The student will produce the liquid sounds where they have been omitted, with _____ % accuracy.

14. The student will produce the liquid sounds where glides have been substituted, with _____ % accuracy.

15. The student will produce the correct vowels in words where other vowels have been substituted, with _____ % accuracy.

16. The student will produce a non-nasal sound where nasals have been substituted due to the presence of another nasal in the word, with _____ % accuracy.

17. The student will produce a non-velar sound where velars have been substituted due to the presence of another velar in the word, with _____ % accuracy.

18. The student will produce a non-labial sound where labials have been substituted due to the presence of another labial in the word, with _____ % accuracy.

19. The student will produce a non-alveolar sound where alveolars have been substituted due to the presence of another alveolar in the word, with _____ % accuracy.

Source: IEPs Unlimited, Inc.
3293 Buckhorn Drive
Lexington, Kentucky 40515

## B. FLUENCY

### 1. DESCRIPTION/CONSIDERATIONS

a. Description*

A fluency disorder may be defined as speech that may include pauses, hesitations, interjections, prolongations, and repetitions which interrupt the smooth flow of speech. The speech may be accompanied by physical concomitants (i.e., extraneous body movements or tremors, loudness or pitch changes or lack of eye contact prior to or during speaking.)

A fluency disorder is considered mild if the non-fluent speech behavior is observable but occurs predominately during stressful situations. No struggle behavior or physical concomitants are present and the speaker may or may not be aware of the dysfluencies.

A fluency disorder is considered moderate if the non-fluent speech behavior is consistently observable as repetitions, prolongations and hesitations. The speaker is aware of the dysfluencies and struggle behavior is noticeable but not distracting. Avoidance behavior is not present but physical concomitants are inconsistently observable.

A fluency disorder is considered severe if the consistently observable non-fluent speech behavior is predominately struggle behavior. Physical concomitants are consistently distracting and the speaker is extremely aware to the point of avoiding most speaking situations.

b. Considerations

1) Normal dysfluencies are often noted in the daily discourse of all speakers. Various theories have been proposed to suggest the origin of dysfluencies. Whether a physiological disposition or a learned behavior, normal dysfluencies vary in characteristics as outlined below:

a) Dysfluency appears to be a type of speech behavior toward which the human being is physiologically predisposed. This view would account for pauses and hesitations in speech as accommodations to the basic rhythms and limitations of our physiological systems.

b) One general class of speech dysfluency behavior, speech repetitions (sound, syllable, word, and phrase), appears to be learned.

c) As learned behavior, normal speech repetitions are not randomly emitted, but are controlled in an orderly system through various environmental circumstances.

*-Adapted from the Fulton County SLP Department Procedures Manual, 1988.

d) Some of the circumstances, processes, and functions suggested as being involved in normal dysfluency are:

.. obtaining a listener's attention;

.. composing and editing speech responses;

.. filling silences created by pauses to prevent the listener from speaking.(page 258)**

Because of the difficulty and complexity of learning to talk and learning language, young children often make errors. It is not atypical that as a child begins to develop longer and more linguistically complicated utterances, an increase in dysfluency is observed. This usually occurs between the ages of 2 1/2 and 3 1/2 years and is characterized by an increase in effortless repetitions of words and syllables. More words and syllables are repeated, and more repetitions per word unit may occur. This has come to be known as developmental dysfluency. How long developmental dysfluency continues varies from child to child-- sometimes weeks, sometimes months, and then it typically disappears.(page 255-256)**

Regardless of the age of onset, normal dysfluencies typically do not warrant intervention.

2) When intervention is being considered, certain factors may need to be taken into account. These include:

a) The speaker's feelings of inadequacy about himself, his speech and the listener's reactions to his speech.

b) Depressed academic performance and/or limited social interaction as a result of ineffective communication.

c) Excessive sensitivity to the speech difficulty -- stress and tension associated with interrupted speech patterns.

3) ***Many theories concerning the etiology of stuttering have been generated but not established. A review of the literature cites several theoretical areas.

The Orton-Travis theory of Cerebral Dominance (1929) states that an individual is predisposed to stutter because neither side of the brain is dominant in controlling the motor activities involved in speaking.

**-Source: Shames, George H., and Wiig, Elizabeth A. Human Communication Disorders, Charles E. Merrill Publishing Co., 1986.

Researchers supporting the biochemical and physiological theories of stuttering differ in their views of the etiology. Theories range from the suggestion of stuttering as an inherited predisposition to physiological theories relating to phonation, respiration and articulation. None of the genetic theories of stuttering have been proven, however, research compiled indicates a possible familial tendency towards stuttering.

The diagnosogenic-semantogenic theory supports the idea that anticipation of non-fluent speech, whether by the listener or the individual, perpetuates stuttering.

***"The neurotic theories of the causes of stuttering focus on a number of different personality and psychological attributes of stutterers. Research theories of stuttering suggest that dysfluent speech becomes classically conditioned through anxiety provoking speaking situations." (page 253)

Specific therapy techniques may depend on the possible etiology established by individual case histories and diagnostic evaluations.

**From Human Communication Disorders, George H. Shames and Elizabeth H. Wiig, Charles E. Merrill Publishing Co., 1986.

***Excerpt from DeKalb County Schools Program Descriptions, 1988

2. Process/Modifications for Fluency

a. SST Process

If the teacher suspects that a student has an oral communication problem she should refer the student to the SST in her school. Suggestions for modifications in the classroom and referrals for speepch-language evaluations should be made through the SST process. A copy of the Division for Exxceptional Students' Position Statement on the Use of SSTs with SI Students can be found in Appendix A of this document.

b. SST Modifications for Fluency

1) Conference with the parents to determine if there are any emotional events/situations with which the student currently is having to deal.

2) Keep "eye contact" with students and encourage them to look at the person to whom they are speaking. This assures them of your interest and encourages them to face their problem. Listen to what the student is saying and be patient when talking to the stutterer. The listener should avoid behaviors such as holding his breath, shifting positions and clearing his throat.

3) When a student gets "stuck" on a word, allow her time to finish herself. Filling in the words for the student provides a "crutch" and increases her feelings that she cannot talk for herself.

4) Be aware of your speech. If you speak too rapidly or with language structure and vocabulary that is above the student's level of comprehension, you are setting unrealistic goals and causing the student frustration when he attempts to respond to you verbally.

5) If a student is a poor reader, asking her to read aloud can be a highly feared situation for her. Some suggestions for oral reading in the classroom are:

   a) Oral reading material should not exceed the level of the student's ability.

   b) Call on students randomly, making sure to call on the stutterer early in the period. This will help to reduce unnecessary apprehension.

   c) Praise reading, not on the basis of fluency <u>but</u> on the basis of skills.

6) Avoid placing student under unnecessary time pressure. This situation only serves to complicate the problem.

7) Depending upon the student's own awareness of the problem, the teacher may want to:

   a. Use an indirect approach to a fluency problem. Work individually with the student to acknowledge that sometimes it is difficult to "get the words out." State that no one's speech is 100% fluent. Encourage an accepting, relaxed atmosphere for classroom communication.

b. Talk openly about stuttering to the class, just as you would any other problem that students have (i.e., cerebral palsy). Explain to the class that students who stutter try hard to speak perfectly and that we all repeat sounds and words at times. Acknowledge the existence of the dysfluencies to the stutterer. Example: "That was a tough word to get out, wasn't it?"

8) Discourage those who tease and mimic stutterers.

9) Find times when the student is fluent and reinforce the fluent speech. This will give the student the feeling of success and may encourage more frequent moments of fluency.

10) Try not to build unnecessary tension and frustration by insisting upon levels of perfection in other areas such as handwriting, art or athletic activities that are beyond the student's capacity. Stutterers often tend to have a perfectionistic nature and to place undue amounts of pressure upon themselves.

11) Avoid asking the student to talk when she is emotional or upset.

Excerpts adapted from: "Suggestions To Classroom Teachers of Children Who Stutter," Kenneth J. Knepler, Ph.D.III.

3. IEP GOALS AND OBJECTIVES FOR FLUENCY

These fluency objectives are written to allow for a variety of therapy approaches. These objectives will accommodate both the stuttering modification approach (based on the theory that most stutterers' problems in speaking are the result of avoiding or struggling with dysfluencies) and the fluency shaping approach (based on operant conditioning in which fluency is reinforced and gradually modified to approximate normal conversational speech).

Lohse, Williams, and Gaylor (Speech Fluency Program) and Gregory (in Gruss, Stuttering Therapy #19) suggest that the therapy levels of transfer and maintenance should incorporate a schedule of decreasing frequency of therapy contacts. The student should be given speech activities to be completed daily between "booster" sessions. The rationale behind this objective is to encourage the student to assume total responsibility for maintenance of fluency. In addition, the student should have an understanding of the cyclic nature of stuttering (i.e. fluctuations, relapse) and develop the ability to experience occasional stuttering with subsequent recovery.

A) The student will identify characteristics of dysfluencies in the following situations: _____, _____, _____.

1) The student will discriminate between fluent and dysfluent speech in self and others with _____ % accuracy.

2) The student will identify concomitant characteristics of dysfluencies in self with _____ % accuracy.

3) The student will describe the processes involved in fluent speech production with _____ % accuracy.

4) The student will describe the types of dysfluencies with _____ % accuracy.

5) The student will identify factors in the environment which influence dysfluency in self with _____ % accuracy.

B) The student will reduce/eliminate inappropriate concomitant characteristics of dysfluencies in the following situations:

_____, _____, _____, _____.

1) The student will reduce/eliminate excessive or inappropriate body movements with _____ % accuracy.

2) The student will reduce/eliminate inappropriate facial behaviors with _____% accuracy.

3) The student will reduce/eliminate inappropriate respiratory behaviors with _____ % accuracy.

4) The student will reduce/eliminate inappropriate vocal behaviors with _____ % accuracy.Fluency: Goals and Objective (continued)

C) The student will imitate speech fluency through the sentence level.

1) The student will imitate the following target behaviors with _____% accuracy: _____, _____, _____.

2) The student will imitate fluent speech in monosyllabic words with _____% accuracy.

3) The student will imitate combined monosyllabic words with _____% accuracy.

4) The student will imitate combined polysyllabic words with _____% accuracy.

5) The student will imitate fluent speech in phrases/sentences using one breath with _____% accuracy.

6) The student will imitate fluent speech in phrases/sentences using two breaths with _____% accuracy.

7) The student will imitate fluent speech in phrases/sentences using multiple breaths with _____% accuracy.

8) The student will imitate fluent speech in reading with _____% accuracy.

D) The student will demonstrate speech fluency in all structured speaking situations.

1) The student will demonstrate target speech behaviors with _____% accuracy.

2) The student will demonstrate fluent speech in monosyllabic words with _____% accuracy.

3) The student will demonstrate fluent speech in combined monosyllabic words with _____% accuracy.

4) The student will demonstrate fluent speech in polysyllabic words with _____% accuracy.

5) The student will demonstrate fluent speech in phrases/sentences using one breath with _____% accuracy.

6) The student will demonstrate fluent speech in phrases/sentences using two breaths with _____% accuracy.

7) The student will demonstrate fluent speech in phrases/sentences using multiple breaths with _____% accuracy.

8) The student will demonstrate fluent speech while reading with _____ % accuracy.

9) The student will demonstrate fluent speech during structured conversation with _____% accuracy.

10) The student will demonstrate fluent speech during monologue with _____% accuracy.

11) The student will demonstrate fluent speech during unstructured conversation with _____% accuracy.

E) The student will transfer speech fluency to a variety of situations/settings.

1) The student will demonstrate speech fluency in structured tasks within the therapy room with one or more peers with _____% accuracy.

2) The student will demonstrate speech fluency in structured tasks within the therapy room with another staff member with _____% accuracy.

3) The student will demonstrate speech fluency in structured tasks within the classroom with _____% accuracy.

4) The student will demonstrate speech fluency in structured tasks outside the therapy room when accompanied by the SLP with _____% accuracy.

5) The student will demonstrate speech fluency in structured tasks outside the therapy room, unaccompanied with _____% accuracy.

6) The student will demonstrate speech fluency using the telephone to call the SLP with _____% accuracy.

7) The student will demonstrate speech fluency using the telephone to call a friend with _____% accuracy.

8) The student will demonstrate speech fluency using the telephone to call a friend for information or place an order with _____% accuracy.

Portions of goals adapted from Washtenaw County Schools Speech and Language Curriculum

Portions of goals adapted from "Stuttering Intervention Program," Pindzola, Rebekah, Pro Ed (1987)

## C. LANGUAGE

1. Description/Considerations

a. Description

A language disorder results in deficits in form ( phonology, morphology, syntax), content (semantics), or use of language (pragmatics).

To be eligible for language therapy, a student must demonstrate an impairment in one or more of the following areas: phonology, morphology, syntax, semantics and/or pragmatics.

Types of Disorders

1) Phonology - an impairment of the sound system of the language including the segmentals (speech sounds) and the suprasegmentals (stress and intonation).

2) Morphology - an impairment of the linguistic rule system that governs the structure of words and the construction of word forms from the basic elements of meaning (i.e., morpheme - the smallest unit of speech that has meaning).

3) Syntax - an impairment of the linguistic rules governing the order and combination of words, phrases and clauses to form sentences and the relationships among the elements within a sentence.

4) Semantics - an impairment of the intent and meaning of individual words and the combinations of words to form meaningful sentences.

5) Pragmatics - an impairment of the use of language in communication situations and the ability to select appropriate forms to communicate intent and affect the listener's attitudes and/or behavior.

b. Considerations

When determining the presence of a language disorder, the following factors should be considered:

1) Level of Cognitive Functioning
The presence and/or severity of a language disorder must be determined in light of a child's general cognitive functioning level. The interrelationship of language and cognition should be taken into consideration when diagnosing a language disorder.

2) English as a Second Language/Limited English Proficency
Students who are learning English as a second language typically are not considered to be language disordered.

3) Alternative Communication Systems
Some students will require an alternate communication system due to their inability to develop oral language. Some examples could be sign/gestural systems and communication boards or other augmentative devices.

4) Cultural Differences
Students with communication differences which reflect environmental or dialectical influences typically are not considered to be language disordered.

5) Prerequisite Skills
Certain prerequisite skills must be present for a student to learn a communication system. To receive direct serves, the student should demonstrate at least one behavior from each of the pre-speech language skills listed below.

a) Visual or audiotory attention skills
. Visually tracks objects and/or people.
. Localizes sounds, (speaker's voice, environmental sounds, etc.)

b) Motor-imitation skills
. Imitates body movements within physical limitations.
. Attempts to imitate vocalizations (speech and non-speech related ) within physical limitations.

c) Interaction skills

. Manipulates objects in a functional manner.
. Follows one-step commands within physical limitations.
. Looks for familiar objects when named.
. Uses an observable pattern of gestures or vocalizations which may or may not be understood by persons in his immediate environment to indicate needs or desires.

d) Recognition of Causality
The student must understand that the environment can be manipulated by a variety of communication modes.

. Understands that his/her behavior will have a consequence that alters the environment.

. Understands that any object may be used as part of his/her behavior to produce a desired effect.

e) Object Permanence
Since language is a representational system, the student must understand that objects and concepts have existence even when they are not seen or heard.

6. Prognosis
   Prognosis for successful intervention of a language disorder is influenced by a student's level of motivation and participation, regular attendance, maturity, physical and mental development and parental involvement in the therapy processes.

7. Organic
   Due to various physical and neurological conditions such as cerebral palsy, specific syndromes, hearing impairment, closed head injuries, etc., a student's prognosis for successful remediation of a language disorder may be limited.

8. Educationally Significant
   Language disorders may have a significant impact on academic and classroom performance. The disorder may affect a student's social interaction as well as his emotional stability.

9. Severity
   Language disorders should be assigned severity ratings (mild, moderate and severe) based on the preceding factors and results from formal and informal assessments.

2. STUDENT SUPPORT TEAM (SST) PROCESS/MODIFICATIONS FOR LANGUAGE

a. SST Process

If the teacher suspects that a student has an oral communication problem, she should refer the student to the SST in her school. Suggestions for modifications in the classroom and referrals for speech-language evaluations should be made through the SST process. A copy of the Division for Exceptional Students' Position Statement on the Use of SSTs With ST Students can be found in Appendix A of this document.

Prior to the initial SST meeting, the enclosed checklists may be completed by the teacher who suspects that a student has a language problem. These checklists can guide the SST in selecting classroom modifications for immediate implementation. A list of suggested modifications is included.

LANGUAGE CHECKLISTS

GRADES K - 12*

Prepared by the
1984-85 Metropolitan Consortium of
Lead Speech-Language Pathologists
and Revised by the
1987-88 Metropolitan Consortium of
Lead Speech-Language Pathologists

*Adapted from 1) The Basic Curriculum Content for Georgia's Public Schools 1985. 2) Adolescent Communication: Development and Disorders by Nancy L. Boyce and Vickie Lord Larson, Eau Claire, Wisconsin: Thinking Ink Publications, 1983. 3) The Georgia Quality Core Curriculum (QCC), 1988.

LANGUAGE CHECKLIST
Grades K - 1*

Student Name: _____ Birthdate: _____

Teacher: _____ Date: _____

THE PURPOSE OF THIS CHECKLIST IS TO ASSIST THE TEACHER IN COMPLETING A LANGUAGE REFERRAL TO THE STUDENT SUPPORT TEAM.

Directions: Circle and rate only those items which relate to this student's weaknesses.
Rating Scale - S = sometimes (50% of the time or less)
N = almost never

Compared to other students in your class, this student exhibits weaknesses in the following areas:

____ 1. Follows one and two part oral directions. C-K-1
____ 2. Responds to specific questions (literal, inferential, critical) about oral passage or picture. C-E-K-1
____ 3. Discriminates sounds as being same/different. C-K-1
____ 4. Sequences pictures to tell a story. C-K-1
____ 5. Relates experiences in a correct sequence when retelling a simple story. E-K-1
____ 6. Analyzes and interprets pictures using adjectives. E-K-1
____ 7. Asks simple questions. E-K-1
____ 8. Comprehends simple questions. C-K-1
____ 9. Expresses needs and wants. E-K-1
____ 10. Verbally interacts appropriately with peers and adults. E-K-1
____ 11. Expresses ideas using grammar appropriate to age and environment. E-K-1
____ 12. Is specific in expressing ideas. E-K-1
____ 13. Classifies pictures and objects according to size, shapes, colors, textures, and functions. C-K-1
____ 14. Follows commands involving spatial concepts such as "in front, behind, beside, right-left, top-bottom." C-K-1
____ 15. Follows commands involving time concepts such as "morning, evening, first, last; next, then." C-K-1
____ 16. Follows commands involving quantity concepts such as "some, all, few, many, whole, half". C-K-1
____ 17. Understands "same, not same, alike, not alike". C-K-1
____ 18. Understands basic opposites such as "hot, cold, wet, dry". C-K-1
____ 19. Labels common objects. E-K-1
____ 20. Uses action verbs. E-K-1
____ 21. Expands vocabulary through formal and informal interactions. E-K-1
____ 22. Recalls auditory sequences: letters, words, numbers. C-E-K-1
____ 23. Demonstrates an understanding that purpose of speaking/expressing ideas is related to the intent of reading. C-K-1
____ 24. Makes predictions. E-K-1
____ 25. Classifies pictures of objects as to structure and function. C-E-K-1
____ 26. Discriminates between realism and fantasy in the expression of language. C-E-1

_____ 27. Listens attentively to others. C-1
_____ 28. Understands and expresses cause-effect relationships. C-E-1
_____ 29. Classifies and categorizes words. C-E-K-1
_____ 30. Identifies the traits and feelings of others. C-E-K-1
_____ 31. Recognizes environmental sounds. C-1
_____ 32. Draws conclusions after simple story telling. E-1

Legend: C - Number means Comprehension and Grade Level
E - Number means Expression and Grade Level

Sources: The Basic Curriculum Content for Georgia's Public Schools, 1985
The Georgia Quality Core Curriculum, 1988

* Prepared by the 1984-85 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

* Revised by the 1987-88 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

LANGUAGE CHECKLIST
Grades 2 - 3*

Student Name: _____ BD: _____

Teacher: _____ Date: _____

THE PURPOSE OF THIS CHECKLIST IS TO ASSIST THE TEACHER IN COMPLETING A LANGUAGE REFERRAL TO THE STUDENT SUPPORT TEAM

Directions: Circle and rate only those items which relate to this student's weaknesses.
Rating Scale - S = sometimes (50% of the time or less)
N = almost never

Compared to other students in your class, this student exhibits weaknesses in the following areas:

____ 1. Listens attentively in order to respond to stories, poetry, etc.. C-2-3
____ 2. Understands words and ideas when heard in context. C-2-3
____ 3. Understands specific (literal) meanings of words. C-2-3
____ 4. Retells information presented orally. E-2-3
____ 5. Communicates fluently with peer group and adults. E-2-3
____ 6. Uses vocabulary at a level appropriate to age and environment. E-2-3
____ 7. Uses complete sentences. E-2-3
____ 8. Uses age appropriate grammar. E-2-3
____ 9. Recognizes explicitly stated main ideas, details, sequence of events and cause/effect relationships. C-2-3
____ 10. Identifies main character of a story. E-2-3
____ 11. Recognizes implicitly stated main ideas, details, sequence of events cause/effect relationships in reading and listening. C-2-3
____ 12. Makes predictions based on facts available. E-2-3
____ 13. Recognizes same idea stated differently. C-2-3
____ 14. States same idea in different words. E-2-3
____ 15. Compares sounds: loud, soft, high, low. C-2-3
____ 16. Compares objects: lighter, heavier; larger, smaller; hard, soft. C-2-3
____ 17. Identifies the five senses. C-2-3
____ 18. Names the four seasons. E-2-3
____ 19. Identifies directional motion: back, forth; above, below. C-2-3
____ 20. Differentiates opposites such as: rough, smooth; near, far. C-2-3
____ 21. Expands vocabulary through formal and informal interactions. E-2-3
____ 22. Follows 3-step oral directions. C-2-3
____ 23. Interprets language concepts in written instructions. C-2-3
____ 24. Classifies and categorizes. C-E-2-3
____ 25. Distinguishes between fantasy and reality in the expression of language. C-E-2-3
____ 26. Organizes ideas for effective communication. E-2-3
____ 27. Responds to specific questions (literal, inferential, critical) E-2-3
____ 28. Interprets and summarizes oral information. C-E-2-3
____ 29. Responds appropriately in a variety of social situations. E-2-3

____ 30. Discusses ideas gained from reading and listening. E-2-3
____ 31. Adapts language to various situations. E-2-3
____ 32. Participates in oral presentations/discussions. E-2-3
____ 33. Recognizes auditory similarities and differences in words (initial, medial and final consonants and vowels). C-E-2-3
____ 34. Uses descriptive words and elaborated language structures. E-2-3
____ 35. Self-corrects to standardize for appropriate vocabulary and word order. E-2-3
____ 36. Identifies noun to which a pronoun refers. C-E-3
____ 37. Recognizes noun and verb functions. C-3

Legend: C - Number means Comprehension and Grade Level
E - Number means Expression and Grade Level

Sources: The Basic Curriculum Content for Georgia's Public Schools, 1985
The Georgia Quality Core Curriculum, 1988

* Prepared by the 1984-85 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

* Revised by the 1987-88 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

## LANGUAGE CHECKLIST
### Grades 4 - 6*

Student Name: _____ BD: _____
Teacher: _____ Date: _____

THE PURPOSE OF THIS CHECKLIST IS TO ASSIST THE TEACHER IN COMPLETING A LANGUAGE REFERRAL TO THE STUDENT SUPPORT TEAM

Directions: Circle and rate only those items which relate to this student's weaknesses.
Rating Scale - S = sometimes (50% of the time or less)
N = almost never

---

Compared to other students in your class, this student exhibits weaknesses in the following areas:

_____ 1. Follows series of instructions. C-4
_____ 2. Responds to specific questions (literal, inferential, critical). C-E-4
_____ 3. Participates in oral presentations/discussions. E-4
_____ 4. Uses conventional speech/language patterns. E-4
_____ 5. Selects appropriate word usage. E-4
_____ 6. Understands oral instructions. E-4
_____ 7. Interprets written instructions. E-4
_____ 8. Understands multiple meanings of words (i.e. ambiguities). C-4
_____ 9. Understands word relationships (i.e. analogies). C-4
_____ 10. Understands the following when stated explicitly:
a. Main ideas
b. Details
c. Sequence of events
d. Cause and effect relationships
_____ 11. Understands the following when stated implicitly:
a. Main ideas
b. Details
c. Sequence of events
d. Cause and effect relationships
_____ 12. Makes predictions based on facts available. C-E-4
_____ 13. Draws conclusions based on facts available. E-4
_____ 14. Makes comparisons. C-E-4
_____ 15. Distinguishes between fact and opinion (i.e., absurdities). C-E-4
_____ 16. Makes generalizations. E-4
_____ 17. Self-corrects to standardize for appropriate vocabulary and word order. E-4
_____ 18. Distinguishes between essential and non-essential information on a topic. C-E-4
_____ 19. Develops and uses strategies for finding and selecting data. C-4
_____ 20. Uses clear explanations when answering questions. E-4
_____ 21. Answers questions about materials presented orally. C-5
_____ 22. Distinguishes between fact and fiction. C-5
_____ 23. Understands specialized vocabulary related to subject areas. C-6
_____ 24. Uses specialized vocabulary related to subject area. E-6
_____ 25. Uses contextual cues to determine meaning of unknown words. C-6
_____ 26. Interprets nonliteral/abstract meanings of words. C-6
_____ 27. Explains literal and figurative meanings of words. E-6

Legend: C - Number means Comprehension and Grade Level
E - Number means Expression and Grade Level

Sources: The Basic Curriculum Content for Georgia's Public Schools, 1985
The Georgia Quality Core Curriculum, 1988

* Prepared by the 1984-85 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

* Revised by the 1987-88 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

- - - - - - - - - - - - - -

LANGUAGE CHECKLIST
Grades 7 - 8*

- - - - - - - - - - - - - -

Student Name: _____ BD: _____

Teacher: _____ Date: _____

THE PURPOSE OF THIS CHECKLIST IS TO ASSIST THE TEACHER IN COMPLETING A LANGUAGE REFERRAL TO THE STUDENT SUPPORT TEAM

Directions: Circle and rate only those items which relate to this student's weaknesses.
Rating Scale - S = sometimes (50% of the time or less)
N = almost never

---

Compared to other students in your class, this student exhibits weaknesses in the following areas:

____ 1. Organizes, summarizes and interprets information. C-7
____ 2. Detects humor or sarcasm in the verbal expression of others. C-7
____ 3. Uses appropriate language to socially interact with peers. E-7
____ 4. Uses appropriate language to socially interact with adults. E-7
____ 5. Recognizes persuasion techniques, bias and stereotyping in communication. C-7
____ 6. Interprets figurative language. E-8
____ 7. Understands relevance of data. C-8.
____ 8. Demonstrates verbal fluency which is comparable to peers. (Has little difficulty "finding"words to describe intent). C-7
____ 9. Compares and contrasts information presented orally. C-E-8
____ 10. Interprets word meanings and patterns of language. E-8

Legend: C - Number means Comprehension and Grade Level
E - Number means Expression and Grade Level

Sources: The Basic Curriculum Content for Georgia's Public Schools, 1985
The Georgia Quality Core Curriculum, 1988

* Prepared by the 1984-85 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

* Revised by the 1987-88 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

LANGUAGE CHECKLIST
Grades 9 - 12*

Student Name: _____ BD: _____

Teacher: _____ Date: _____

THE PURPOSE OF THIS CHECKLIST IS TO ASSIST THE TEACHER IN COMPLETING A LANGUAGE REFERRAL TO THE STUDENT SUPPORT TEAM

Directions: Circle and rate only those items which relate to this student's weaknesses.
Rating Scale - M = Minimally Adequate (50% of the time or less)
I = Inadequate

Compared to other students in your class, this student exhibits weaknesses in the following areas:

_____ 1. Ability to follow a sequence of directions (3 or more given in a classroom.)
Comments:

_____

_____

_____ 2. Ability to comprehend main ideas during lectures.
Comments:

_____

_____

_____ 3. Ability to comprehend the vocabulary of the course.
Comments:

_____

_____

_____ 4. Ability to use questions to find specific additional information or to clarify previous information.
Comments:

_____

_____

_____ 5. Ability to produce statements and questions that are intelligible, organized, and appropriate to the situation.
Comments:

_____

_____

_____ 6. Ability to carry on a conversation:

_____ with other students
_____ with adults.
Comments:

_____

_____

_____ 7. Ability to engage in reasoning/problem solving required in coursework.
Comments:

_____

_____

_____ 8. Ability to express ideas clearly and logically:

___ does not ramble
___ plans what is said
___ gets to the point
___ tells a story or provides information in a logical sequence
___ maintains topic during the expression of a thought
___ does not struggle to find the right word
___ speaks fluently without backing up and starting over multiple times during the expression of a thought.
Comments:

_____

_____

Source: Adolescent Communication: Development and Disorders by Nancy L. Boyce and Vickie Lord Larson, Eau Claire, Wisconsin: Thinking Ink Publications, 1983.

* Prepared by the 1984-85 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

* Revised by the 1987-88 Metropolitan Consortium of Consultants and Lead Speech-Language Pathologists.

b. Student Support Team Modifications for Language - Grades K-5

1) Processing/Comprehension

a) Difficulty following directions;

(1) Call student's name, touch (physical closeness):
Example - I'm going to give directions. John, listen for the book and page number.
(2) Say one direction at a time, slowly.
(3) Use gestures and/or visual cues - use blackboard, chart, pictures.
(4) Have student repeat one direction at a time.
(5) Rephrase direction - be conscious of level of complexity of language used.

b) Difficulty with oral comprehension (reading)

(1) Before reading story, tell the student the key points for which she is to listen.
(2) Have student repeat the key points for which she was to listen.
(3) Break story into smaller units and ask questions at appropriate places (before end of story).
(4) Review main idea.

c) Difficulty with general comprehension/vocabulary:

(1) Use synonyms or a variety of terms.
(2) Use words in context.
(3) Demonstrate word meaning when using pictures; with position words use concrete demonstration.
(4) Use visual cues or gestures.

2) Expressing Ideas/Organizing Thoughts:

a) Difficulty relating story/event (sequencing) - help student sequence events.

(1) Use gestures or visual cues ordering first, second, third, etc.
(2) Help student identify main topic.
(3) Stop student when he rambles on and redirect to the main topic.
(4) Help student identify details to support the main topic.
(5) Use visual cues - make an outline with the student.
(6) Help student sequence events by asking what happened first, second, third. Use temporal terms (next, last, before, after, later, etc.) when talking about events.

b) Incorrect Use of Grammar:

(1) Find out if error is dialectal (consult with SLP).

(2) Model the correct grammatical form.
(3) Have student repeat the correct grammatical form.
(4) Observe if the student can self-correct when reminded.

c) Socially Inappropriate Use of Language:

(1) Teacher models appropriate social response or interaction.
(2) Student role-plays situations
    (a) asking questions at appropriate times.
    (b) initiating conversation, maintaining conversation and giving sufficient information; taking turns.
    (c) giving cause and effect information.
    (d) using language to make choices, express needs or desires, express ideas.
(3) Student practices in the classroom and at home.
(4) Student may have a peer monitor, e.g., for school errands.
(5) Teacher observes or monitors results and gives feedback.

d) Lack of verbalization, "Student doesn't talk":
(1) Provide frequent opportunities for student to talk.
    (a) name/describe pictures.
    (b) ask questions.
    (c) require verbalizations for particular needs.
(2) Set up positive reinforcement for talking.
(3) Investigate emotional factor.
    (a) call parents.
    (b) refer to school counselor.

c. SST Modifications for Language - Grades 6-12

1) Vocabulary

a) Break new terms down into smaller,more concrete experiential units, i.e., relate to pictures and/or past experiences of student.

b) Give student the opportunity to reinforce terms through use in informal settings, i.e., classroom discussion, matching, explaining term to student who has been absent, peer tutors.

2) Expressing Ideas/Organizing Thoughts

a) Provide weekly outline of classwork to be covered so student can have visual cues in following class focus and work.

b) Write daily class objectives on blackboard and review before and after class.

c) Encourage student to write questions and comments in order to organize her thoughts before presenting to class.

d) Where appropriate, provide the student with a topic outline or a flow chart of class material being covered.

e) During class discussion, provide the student with opportunities to associate personal experiences with subject matter.

f) Plan time to discuss problems or class topics and possible relationships or strategies or solutions.

g) Have the student put ideas in sequences or groupings and explain reasons.

h) Have the student state a summary or conclusion from a chart/graph.

3. IEP GOALS AND OBJECTIVES FOR LANGUAGE

A) The student will demonstrate improved receptive/expressive pragmatic language skills in the following areas: _____, _____, _____.

Objectives:

1) The student will demonstrate communicative intent through turn-taking with ____% accuracy. (e.g., rolling ball back and forth.)

2) The student will demonstrate communicative intent through gesturing with ____% accuracy. (e.g., wave 'bye-bye'.)

3) The student will demonstrate communicative intent through labeling with ____% accuracy. (e.g., says 'ball' while touching ball.)

4) The student will demonstrate communicative intent through answering with ____% accuracy. (Says 'there' when asked 'where are your shoes?')

5) The student will demonstrate communicative intent by requesting an action (e.g., says 'up' to be picked up) with ____% accuracy.

6) The student will demonstrate communicative intent by requesting an answer (e.g., says 'doggie?' while looking at a dog) with ____% accuracy.

7) The student will demonstrate communicative intent through calling (e.g., says 'mama' when mother enters the room) with ____% accuracy.

8) The student will demonstrate communicative intent through greetings (e.g., says 'hi') with ____% accuracy.

9) The student will demonstrate communicative intent through protesting (e.g., says 'no' when told to come here) with ____% accuracy.

10) The student will demonstrate communicative intent through repeating (e.g., student repeats words or phrase after model) with ____% accuracy.

11) The student will express the following rote social exchanges appropriately with ____% accuracy:

_____

_____

_____

_____

_____

12) The student will express the following informational communication acts appropriately with ___% accuracy:

_____

_____

_____

_____

_____

13) The student will express socially appropriate communicative acts in the following settings with ___% accuracy:

_____

_____

_____

_____

_____

B) The student will demonstrate improved receptive/expressive phonological skills in the following areas (e.g. auditory perception, discrimination, sound blending and memory).

1) The student will discriminate and label environmental sound differences with _____% accuracy.

2) The student will discriminate whether two speech sounds are the same or different in quiet and noise with _____% accuracy.

3) The student will discriminate whether two monosyllabic words are the same or different in quiet and noise with _____% accuracy.

4) The student will discriminate the following auditory qualities with (_____%) accuracy:

Loudness - softness
Fast - slow tempo
Long - short duration
High - low pitch

5) The student will state the position of a given sound as being first, middle, or last with _____% accuracy.

6) The student will discriminate whether words rhyme with _____% accuracy.

7) The student will generate a rhyming word when given a monosyllabic word with _____% accuracy.

8) The student will state the number of syllables in a word with _____% accuracy.

9) The student will sound blend up to _____ phonemes and _____ syllables to form a word (b--a--t=bat) with _____% accuracy.

10) The student will fill in the missing sounds or syllables to form a word (coo_ie=cookie) when given a word in which sounds or syllables are omitted with _____% accuracy.

11) The student will restate a given word, omitting the initial or final sound as requested (hat -- at, boot -- boo) with _____% accuracy.

12) The student will restate a given word, omitting the blend or part of the blend as requested (plate --ate, plate - late) with _____% accuracy.

13) The student will auditorially close an ongoing word, story, language situation with _____% accuracy.

14) The student will match a unit pattern of sound in sequence (clapping, knocking, etc.) with _____% accuracy.

15) The student will repeat words, phrases, or sentences with _____% accuracy.

C) The student will demonstrate improved receptive/expressive listening skills in the following: _____, _____, _____.

1) The student will retain and follow directions which contain concepts of quantity or space with _____% accuracy.

2) The student will follow a simple direction involving 2-3 elements with _____% accuracy.

3) The student will follow directions involving 3 to 4 complex elements with _____% accuracy.

4) The student will be able to organize and describe a picture using size, shape, function in appropriate sequence with _____% accuracy.

5) The student will recall and formulate key actions in a task and recall sequences of actions required with _____% accuracy.

6) The student will identify, retain, and recall details from familiar contexts (names and addresses, telephone numbers, time and weather, news stories) with _____% accuracy.

7) The student will identify and recall missing serial sequential elements in a spoken series with _____% accuracy.

8) The student will abstract details and sequences from instructions with _____% accuracy.

9) The student will ask appropriate questions to obtain information when given a paragraph with important idea omitted with _____% accuracy.

10) The student will listen and identify main idea in a passage or story with _____% accuracy.

11) The student will discriminate relevant details involving who, what, when, where, and why after listening to a passage or story with _____% accuracy.

12) The student will outline a short paragraph after listening with _____% accuracy.

13) The student will fill in details when given a paragraph and skeleton outline with _____% accuracy.

14) The student will tape record a lecture and take notes on a 5 minute segment with _____% accuracy.

15) The student will apply memory strategies including rehearsal, visual imagery, and clustering/coding when learning or recalling information with _____% accuracy.

16) The student will organize a series of events/instructions in correct sequence and tell total event/instruction with _____% accuracy.

17) The student will provide precise descriptions or interpret given descriptions of an object from among similar objects with _____% accuracy.

18) The student will provide precise, sequenced instructions or interpret given instructions for reproduction of an arrangement of objects with _____% accuracy.

19) The student will present a 3 to 4 minute persuasive presentation that displays at least 3 pieces of supportive evidence for his/her position with _____% accuracy.

20) The student will present an organized argument to support one side of a controversial issue in a debate with _____% accuracy.

21) The student will internally plan and clearly express a process or steps necessary to accomplish goals with _____% accuracy.

22) The student will compare and contrast items involving 2 or more elements with _____% accuracy.

D) The student will demonstrate improved receptive/expressive syntactical/morphological skills in the following areas:

_____, _____, _____.

1) The student will comprehend/express Action + Object phrases with ____% accuracy. (e.g., Eat cookie.)

2) The student will comprehend/express State + Object phrases with ____% accuracy. (e.g., Want cookie.)

3) The student will comprehend/express Action + Location phrases with ____% accuracy. (e.g., Sleep bed)

4) The student will comprehend/express Agent + Action phrases with ____% accuracy. (e.g., Daddy go)

5) The student will comprehend/express Noun + Noun phrases with ____% accuracy. (e.g., location - Cookie floor; conjunction - Cookie juice; possession - Daddy car.)

6) The student will comprehend/express Verb + Pronoun phrases with ____% accuracy. (e.g., Give me.)

7) The student will comprehend/express Pronoun + Verb phrases with ____% accuracy. (e.g., Me go.)

8) The student will comprehend/express Adjective + Noun phrases with ____% accuracy (e.g., More milk.)

9) The student will comprehend/express Noun + Adjective phrases with ____%)accuracy. (e.g., Cookie gone.)

10) The student will comprehend/express Pronoun (it, this, that) + Adjective phrases with ____% accuracy. (e.g., It big.)

11) The student will comprehend/express Verb + Pronoun (it, this, that) phrases with ____% accuracy. (e.g., Eat this.)

12) The student will comprehend/express Verb + Adverb/Adjective phrases with ____% accuracy. (e.g., Go now.)

13) The student will comprehend/express Negation + _____ phrases with ____% accuracy. (e.g., No bite.)

14) The student will comprehend/express 2 word "wh" Questions with ____% accuracy. (e.g., Where ball?)

15) The student will comprehend/express Noun + Verb + Noun phrases with ____% accuracy. (e.g., Bobby go home.)

16) The student will comprehend/express Verb + Noun + Noun phrases with ____% accuracy. (e.g., Eat Bobby cookie.)

17) The student will comprehend/express Verb + Noun + Verb phrases with ____% accuracy. (e.g., Make car go.)

18) The student will comprehend/express Verb + Verb + Noun phrases with ____% accuracy. (e.g., Want go bathroom.)

19) The student will comprehend/express 3 word phrases including Pronoun with ____% accuracy. (e.g., Get my shoe; You hold me.)

20) The student will comprehend/express Verb + Adjective + Noun phrases with _____% accuracy. (e.g., Make big cookie.)

21) The student will comprehend/express 3 word phrases including Adjective/Adverb with _____% accuracy. (e.g., My cup dirty.)

22) The student will comprehend/express Noun + Preposition + Noun phrases with _____% accuracy. (e.g., Ball under table.)

23) The student will comprehend/express 3 word Negation phrases with _____% accuracy. (e.g., Not hear music.)

24) The student will comprehend/express 3 word Wh- questions with _____% accuracy. (e.g., Where my coat?)

25) The student will comprehend/express the articles (a, an, the) in phrases/sentences with _____% accuracy.

26) The student will comprehend/express the following Pronouns in phrases/sentences with _____% accuracy.:

a) Demonstrative Pronouns: this, that, these, those
b) Personal Pronouns: me, my, you, your, yours, I, he, him, his, she her, hers, we, us, ours, they, them, their, theirs
c) Indefinite Pronouns: another, something, somebody, someone, nothing, nobody, none, no one
d) Reflexive Pronouns: myself, yourself, himself, herself, itself, themselves.

27) The student will comprehend/express regular plurals in phrases/sentences with _____% accuracy.

28) The student will comprehend/express irregular plurals in phrases/sentences with _____% accuracy.

29) The student will comprehend/express the possessive marker ('s) in phrases/sentences with _____% accuracy.

30) The student will comprehend/express the present progressive marker (-ing) in phrases/sentences with _____% accuracy.

31) The student will comprehend/express the copulas (am, is, are, was, were) in phrases/sentences with _____% accuracy.

32) The student will comprehend/express the present tense marker (-s) in phrases/sentences with _____% accuracy.

33) The student will comprehend/express the regular past tense marker (-ed) in phrases/sentences with _____% accuracy.

34) The student will comprehend/express irregular past tense in phrases/sentences with _____% accuracy.

35) The student will comprehend/express future tense in phrases/sentences with _____% accuracy.

36) The student will comprehend/express "Wh" questions in phrases/sentences with _____% accuracy.

37) The student will comprehend/express yes/no interrogatives in phrases/sentences with _____% accuracy.

38) The student will comprehend/express the models (can, could, should, would, may, might, must, will, do, does, did).in phrases/sentences with _____% accuracy.

39) The student will comprehend/express the active/passive voice in phrases/sentences with _____% accuracy.

40) The student will comprehend/express conjunctions in phrases/sentences with _____% accuracy.

41) The student will comprehend/express negatives in phrases/sentences with _____% accuracy.

42) The student will comprehend/express contractions in phrases/sentences with _____% accuracy.

E.) The student will demonstrate improved receptive/expressive semantic skills in the following areas: _____, _____, _____.

1) The student will identify/express vocabulary from the following concept areas with _____% accuracy. _____

_____

2) The student will identify/express vocabulary from the following categories with _____% accuracy. _____

_____

3) The student will identify/express nouns with _____% accuracy.

4) The student will identify/express action verbs with _____% accuracy.

5) The student will identify/express prepositions with _____% accuracy.

6) The student will identify/express adjectives with _____% accuracy.

7) The student will identify/express adverbs with _____% accuracy.

8) The student will demonstrate appropriate use of yes/no responses with _____% accuracy.

9) The student will express the following personal information with _____% accuracy. _____

_____

10) The student will identify and/or name objects/pictures when presented with (  ) distractors with ____% accuracy.

11) The student will perform (  ) part commands comprised of up to (  ) modifiers with ____% accuracy:

_____

_____

12) The student will demonstrate comprehension of 'wh' questions with ____% accuracy.

13) The student will describe objects using 1 or more of the following descriptors with ____% accuracy:

_____

_____

14) The student will describe objects in terms of likenesses and differences with ____% accuracy.

15) The student will indicate the appropriate antonym/synonym/homonym of presented words with ____% accuracy.

16) The student will demonstrate comprehension of absurdities/ambiguities through verbal description with ____% accuracy.

17) The student will demonstrate comprehension of idioms/metaphors through verbal description with ____% accuracy.

18) The student will demonstrate comprehension of the following types of analogies through verbal description with ____% accuracy:

_____

_____

19) The student will identify/express familial relationships with ____% accuracy. (e.g., If Jane's mother had a new baby girl, could the baby be called Jane's sister?)

20) The student will identify/express comparative relationships with ____% accuracy. (e.g., Are parents older than their children?)

21) The student will identify/express spatial relationships with ____% accuracy. (e.g., Mary swam between Sam and John. Was John in the middle?)

22) The student will identify/express temporal-sequential relationships with ____% accuracy. (e.g., Does Wednesday come between Tuesday and Thursday?)

23) The student will answer questions about details in a presented picture or story with ____% accuracy.

24) The student will express vocabulary from the following time/sequence events with (  %) accuracy:

_____
_____
_____

25) The student will define words as presented with ____% accuracy.

26) The student will demonstrate comprehension of unknown words using contextual information with ____% accuracy.

27) The student will formulate literal figurative definitions of words with ____% accuracy.

28) The student will improve word-finding abilities by incorporating the following strategies with ____% accuracy:

_____
_____
_____

29) The student will indicate multiple meanings of presented words with ____% accuracy.

30) The student will solve/explain word problems and riddles with ____% accuracy.

31) The student will analyze and explain cause-effect relationships with ____% accuracy.

32) The students will predict outcomes based on presented material with ____% accuracy.

33) The student will draw conclusions based on presented material with ____% accuracy.

34) The student will demonstrate comprehension of fact/opinion through verbal description with ____% accuracy.

35) The student will demonstrate comprehension of fact/fiction through verbal description with ____% accuracy.

36) The student will identify/express main ideas through verbal description with ____% accuracy.

37) The student will look at a hypothetical situation and construct 3 alternative hypotheses that will possibly explain it with ____% accuracy.

38) The student will describe the incongruities responsible for the humor when recalling an amusing situation or listening to an absurd sentence with ____% accuracy.

39) The student will evaluate 3 options in solving a problem, choose the best and explain why that one was accepted and the other two rejected with ____% accuracy.

40) The student will choose the correct conclusion and explain why other 2 choices are inappropriate when considering 3 conclusions to a logic problem presented with _____% accuracy.

41) The student will evaluate inference in terms of quality of supportive evidence and explain why inference is/isn't valid with _____% accuracy.

## D. VOICE

### 1. DESCRIPTION/CONSIDERATIONS

#### a. Description*

A voice disorder is defined as the absence or abnormal production of voice characterized by inappropriate vocal quality, pitch, loudness, and/or prosody (including rate). (State Department Regulations and Procedures, 1988.)

A voice disorder is considered mild if vocal production displays inconsistent deviations in quality, pitch, loudness and/or prosody. These deviations are noticeable to the listener but do not significantly interfere with communication.

A voice disorder is considered moderate if vocal production displays consistent deviations in quality, pitch, loudness and/or prosody. These deviations are distracting to the majority of listeners and may significantly interfere with communication.

A voice disorder is considered severe if vocal production is aphonic, very limited in production, and/or inappropriate for age and sex. Vocal deviations are distracting to all listeners and significantly interfere with communication.

#### b. Considerations

Initially, the SLP should serve as a consultant for mild or moderate voice disorders. This would include observation of the student and recommendations for classroom management strategies. All students diagnosed as having a voice disorder must be evaluated by an ENT prior to placement in voice therapy. All students diagnosed as having a severe voice disorder should by-pass classroom management strategies and be referred directly for ENT evaluation. Once medical clearance has been obtained and the ENT report is on file, completion of due process procedures may take place.

Certain factors may need to be reviewed when considering students for placement in voice therapy. These include the following:

1) Functional vs. organic origin.
2) Associated emotional factors.
3) Parental support and understanding of problem.
4) Willingness of child to make a change.
5) Cognitive level of child.
6) History of voice disorders in the family.
7) Academic, family and social influences.

*Adapted from Jefferson City Public School SLP Manual (Georgia)

2. STUDENT SUPPORT TEAM (SST) PROCESS/MODIFICATIONS FOR VOICE

a. SST Process

If the teacher suspects that a student has an oral communication problem, she should refer the student to the SST in her school. Suggestions for mofifications in the classroom and referrals for speech-langauge evaluations should be made through the SST process. A copy of the Division for Exceptional Students' Position Statement on the Use of SSTs With SI Students can be found in Appendix A of this document.

Initially the SLP should serve as a consultant for <u>most</u> voice referrals. Consultation could include observation of the student and suggestions of strategies for improve voice quality.

b. SST MODIFICATIONS FOR VOICE

1) Conference involving parent, teacher and/or SLP regarding

- awareness of problem at home
- presence of allergies, hearing loss, tonsil or adenoid problems, etc.
- extra curricular activities, i.e., sports, cheerleading, group play, etc.
- vocal behavior at home

2) Check results of hearing screening and make appropriate referrals when necessary.

3) Teacher's observation/description/data collection of frequency and type of vocal abuse behavior.

4) Classroom presentation by teacher or SLP about good voice habits:

a) Avoid shouting, screaming, cheering and excessive laughing.
b) Cough, clear your throat, or sneeze only when you must, and then do it gently and easily.
c) Do not make strange noises with your voice (e.g. imitating machine guns, motors, airplanes etc.).
d) Avoid talking in noisy places (e.g. around machinery, lawn mower, farm equipment, when listening to loud music, or while riding autos at high speed, motorcycles, and motorboats.
e) Avoid excessive talking.
f) Talk with adequate loudness, at the best vocal pitch for you, and with a good rate.
g) Talk easily. Do not strain the muscles of the throat, neck and shoulders as you talk.
h) Do not sing, act in plays, or give speeches or oral reports until your physician and SLP approve.
i) Stay in good health. Do not smoke. Stay away from environmental irritants (e.g. understand pollen). See your physician regularly for general checkups.

5) Specific instructional activities may include the following:

a) Develop a signal system with student for teacher or peer to use to remind him/her of proper voice behavior.
b) Use a checklist of desired vocal behaviors.
c) Model appropriate voice behaviors.
d) Study vocal mechanism in science.
e) Encourage inflection for monotone or soft, shy voices during reading of narrative/poetry and puppetry or fingerplays.
f) Reinforce inflection/projection in music class.
g) Ensure music and PE teachers' awareness of student's voice problem.
h) Use tape recorder to increase student's awareness of individual voice differences.
i) Consult with school counselor for support (i.e., incorporate shy student in counseling support group; give class a relaxation lesson, etc.).
j) Reinforce student's appropriate use of voice.

* ENT evaluations can often be subsidized by or arranged through public health agencies, service organizations, local health agencies, DFACS or local hospitals.

** If the SST recommends any of these suggestions, they should be tried for a minimum of 30 school days or 6 weeks.

3. IEP GOALS AND OBJECTIVES FOR VOICE

A) The student will demonstrate appropriate vocal quality within his or her physical ability in the following areas:

_____, _____, _____.

1) The student will discriminate between correct and incorrect samples of voice productions with _____% accuracy.
2) The student will use the appropriate vocabulary in describing the functions of the vocal mechanism with _____% accuracy.
3) The student will identify abusive behaviors and situations in which they occur with _____% accuracy.
4) The student will identify alternate voice behaviors with _____% accuracy.
5) The student will reduce the number of abusive instances to no more that _____ times per _____.
6) The student will identify an appropriate breathing pattern with _____% accuracy.
7) The student will demonstrate an appropriate breathing pattern with _____% accuracy.
8) The student will maintain an appropriate breathing pattern with _____% accuracy.
9) The student will identify site of vocal tension with _____% accuracy.
10) The student will demonstrate an appropriate tension level while speaking with _____% accuracy.
11) The student will maintain an appropriate tension level while speaking with _____% accuracy.
12) The student will demonstrate an easy onset of speech with _____% accuracy.
13) The student will identify instances of an appropriate loudness level with _____% accuracy.
14) The student will demonstrate an appropriate loudness level with _____% accuracy.
15) The student will maintain an appropriate loudness level with _____% accuracy.
16) The student will identify instances of appropriate nasal resonance with _____% accuracy.
17) The student will demonstrate appropriate nasal resonance with _____% accuracy.
18) The student will maintain appropriate nasal resonance with _____% accuracy.
19) The student will identify instances of appropriate oral resonance with _____% accuracy.
20) The student will demonstrate appropriate oral resonance with _____% accuracy.
21) The student will maintain appropriate oral resonance with _____% accuracy.
22) The student will use appropriate production in the therapy setting with _____% accuracy.

23) The student will use appropriate voice production in the school environment with _____% accuracy.

24) The student will use appropriate voice production in the home environment with _____% accuracy.

B) The student will demonstrate appropriate pitch within his or her physical ability in the following speaking situations:

_____, _____, _____.

1) The student will discriminate between correct and incorrect samples of voice productions with _____% accuracy.
2) The student will use the appropriate vocabulary in describing the functions of the vocal mechanism with _____% accuracy.
3) The student will identify alternate voice behaviors with _____% accuracy.
4) The student will identify instances of an appropriate pitch level with _____% accuracy.
5) The student will demonstrate an appropriate pitch level with _____% accuracy.
6) The student will maintain an appropriate pitch level with _____% accuracy.
7) The student will use appropriate production in the therapy setting with _____% accuracy.
8) The student will use appropriate voice production in the school environment with _____% accuracy.
9) The student will use appropriate voice production in the home environment with _____% accuracy.

C) The student will demonstrate appropriate loudness in all speaking situations within his or her physical ability in the following speaking situations:

_____, _____, _____.

1) The student will discriminate between correct and incorrect samples of voice productions with _____% accuracy.
2) The student will use the appropriate vocabulary in describing the functions of the vocal mechanism with _____% accuracy.
3) The student will identify alternate voice behaviors with _____% accuracy.
4) The student will identify an appropriate breathing pattern with _____% accuracy.
5) The student will demonstrate an appropriate breathing pattern with ____% accuracy.
6) The student will maintain an appropriate breathing pattern with _____% accuracy.
7) The student will identify instances of an appropriate loudness level with ____% accuracy.
8) The student will demonstrate an appropriate loudness level with ___ %)accuracy.
9) The student will maintain an appropriate loudness level with ____% accuracy.
10) The student will use appropriate production in the therapy setting with ____% accuracy.
11) The student will use appropriate voice production in the school environment with ____% accuracy.
12) The student will demonstrate appropriate voice production in the home environment with ____% accuracy.

D) The student will demonstrate appropriate prosody in all speaking situations within his or her physical ability in the following speaking situations: _____, _____, _____.

1) The student will discriminate between correct and incorrect samples of voice productions with ___% accuracy.
2) The student will use the appropriate vocabulary in describing the functions of the vocal mechanism with ___% accuracy.
3) The student will identify alternate voice behaviors with ___% accuracy.
4) The student will identify an appropriate breathing pattern with ___% accuracy.
5) The student will demonstrate an appropriate breathing pattern with ___% accuracy.
6) The student will maintain an appropriate breathing pattern with ___% accuracy.
7) The student will identify instances of appropriate duration of words and rate of speaking with ___% accuracy.
8) The student will use an appropriate duration of words and rate of speaking with ___% accuracy.
9) The student will maintain appropriate duration of words and rate of speaking with ___% accuracy.
10) The student will identify appropriate inflectional shifts of pitch with ___% accuracy.
11) The student will demonstrate appropriate inflectional shifts of pitch with ___% accuracy.
12) The student will maintain appropriate inflectional shifts of pitch with ___% accuracy.
13) The student will use appropriate production in the therapy setting with ___% accuracy.
14) The student will use appropriate voice production in the school environment with ___% accuracy.
15) The student will use appropriate voice production in the home environment with ___% accuracy.

## APPENDICES

Appendix A

POSITION STATEMENT
ON THE USE OF THE
STUDENT SUPPORT TEAM FOR
SPEECH/LANGUAGE DISORDERED STUDENTS

---

Student support teams (SSTs) will help to strengthen regular education and decrease the number of inappropriate referrals for all areas of exceptionality, including the speech/language disordered. Since a primary function of the SST is to recomend modifications that may be attempted in the classroom, the first challenge to the team is to determine which oral communication problems require direct, immediate intervention by the speech/language pathologist (SLP). SST members will need to be provided descriptions of speepch/language differences, delays, and disorders by the speech-language pathologist (SLP). This information is critical if SST members are expected to make informed decisions about speech/language referrals.

Students with the following problems should, in most instances, be referred directly to special education: voice, stuttering, and severe articulation and language. These problems are, by their nature, too complex to require prior intervention within the classroom. The referral which accompanies the student to special education should note that the student has been excluded from study or curriculum modifications by the SST due to the nature and severeity of the problem.

Some oral communication problems are not disorders and, therefore, would not require the services of the public school speech-language pathologist. Students who are likely to be referred for speech-language disorders' services who do not have communication disorders, but communication problems, include those with: dialectal differences, limited English proficiency, and maturational articulation and language delays. By and large, these students' problems should be routinely addressed through curriculum modifications in the regular classroom rather than through specialized services such as speech/language therapy. In order to assure that these students receive appropriate services through the curriculum, it is important that they be reviewed by the SST.

Each local school system may develop its own operational procedures for SSTs. When possible, a local school system should attempt to use or modify existing committees, student teams, or child study teams to consider speech/language referrals. Important questions to answer regarding SSTs for students with oral communication problems include:

1) Is a separate SST needed for speech/language referrals?
2) What role should the SLP play in the pre-referral process?
3) Should a SLP be a standing or consulting member of the SST?

## APPENDIX B

-SAMPLE SST SUMMARY FORM-

Student's Name: _____

Referral Date: _____ Referring Teacher: _____

_____

Description of Problem:

Suggested Modification(s): Date Given: _____

Suggested Length of Intervention Date Given: _____

SST will Reconvened: Date Given: _____

Results of Intervention: Date Given: _____

SST Recommendation(s): Date Given: _____

Team Members

_____

_____

_____

Source: Metropolitan Atlanta Consortium of Consulants and Lead SLPs, 1988

## APPENDIX C

SPEECH-LANGUAGE PATHOLOGY PROGRAM
Focus on Academic Achievement

The enclosed objectives and materials suggestions relate to the various standardized tests that are administered in grades K-4 in the Gwinnett County Public Schools. They have been pulled together to assist Speech-Language Pathologists in their endeavor to relate the language deficits of individual students to the language objectives of the countywide achievement tests. Since the results of these tests only represent the receptive skills of the student, specific therapy activities related to these objectives should stress improvement of a child's understanding rather than his/her production. Whole class and/or small group lessons would represent an appropriate remediation model when addressing these objectives. Appropriate materials are listed according to the specific objectives and/or skill areas.

Special "Thanks" are in order for the following SLP's who helped pull this information together on their own time during their summer break.

Rita Castleberry
Debbie Cherry
Sue Keppel
Debi Maio
Julie McGee
Judy Saltzberg
Ann Tinkler
Pam Willis
Jan Zamzow

FROM: Speech-Language Pathology Handbook
Gwinnett County Public Schools (Fall 1987)

CALIFORNIA ACHIEVEMENT TEST

Kindergarten Objectives

1. Sound Recognition
   a) The student will demonstrate letter sound recognition.
   b) The student will identify initial and final consonant sounds in words presented orally.
   c) The student will identify rhyming words in words presented orally.

2. Vocabulary
   a) The student will identify a pictured object that is representative of a category presented orally.
   b) The student will identify a picture that represents the meaning of a word or phrase presented orally.
   c) The student will use context to infer the missing word in a sentence presented orally.

3. Oral Comprehension
   a) The student will select a picture that illustrates the meaning of a sentence presented orally.
   b) The student will select a picture that illustrates the who, and where details of a passage presented orally.
   c) The student will select a picture that illustrates character feelings or the main idea in a passage presented orally.

4. Language Expression
   a) The student will identify the correct use of the singular, plural or possessive form of a noun.
   b) The student will identify the correct form of a verb.

5. Math Concepts
   a) The student will identify ordinal numbers (1st, 2nd, 5th, etc.).
   b) The student will identify comparisons (tallest, smallest, etc.).
   c) The student will identify special relationships (in, on, around, above, below, etc.).

CALIFORNIA ACHIEVEMENT TEST

Kindergarten Objectives
MATERIALS SUGGESTIONS

| | Sound Recognition | Vocabulary | Oral Comp | Lang Expr | Math Concepts |
|---|---|---|---|---|---|
| Achiev - Red | | * | | | |
| Apple-Tree Story Books | | | * | * | |
| Boehm Kit | | * | | | * |
| BESST Books | | * | | | |
| Comic Pages | | | | | |
| C.L.I.P | | * | * | * | |
| Concept Underrst. Program | | * | | | * |
| D.L.M. Cards | | * | | | * |
| Fokes Sentence Builder | | | | * | |
| Form-a-Sound Cards | * | | | | |
| Frank Schaffer | | * | * | * | * |
| Goal Kits | | * | | | |
| Hap Palmer Records | | * | | | * |
| HBJ Teachers Manuals | * | * | * | | * |
| HELP Books | * | * | * | * | * |
| Language Expansion & Remediation | | * | | * | |
| Listen My Children | | | * | | |
| Multi-Phonemic Appr. Cards | * | | | | |
| Mad-Libs | | | | * | |
| Newby Visual Language | | | | * | |
| Peabody Kits | | * | | | |
| Pictures Please | | * | | * | |
| Problem Solving Cards | | | | | |
| Sourcebook for Language | | | | * | |
| TALK Manual | * | * | * | * | * |
| Target on Language | * | * | | * | * |
| Teaching Vocabulary | | * | | | |
| Uniset | | * | | | |
| Vehicles, Vegetables & Other Voc | | * | | | |
| Wh-Questions (DLM) | | | * | | |
| Words and Sounds Ahoy | * | | | | |

CRITERION REFERENCED TEST

First Grade

I. READING OBJECTIVES

1. Main Idea
   a) The student will identify explicit and implicit main idea and/or main character from a spoken and/or read paragraph.

2. Details
   a) The student will respond appropriately to short answer questions from a spoken and/or read paragraph. (explicit and implicit)

3. Sequencing
   a) The student will retell a story or events in appropriate sequential order (explicit and implicit)
      1) Understand/use temporal/sequential, vocabulary (before, after, etc.)
      2) Answer questions pertaining to sequence
      3) Retell story and organize sequence

4. Cause and Effect
   a) The student will identify/express causes and effect relationships (explicit and implicit)

5. Classifying Words
   a) The student will identify/express members of a class.
   b) Name class given members of group
   c) Name members given class
   d) Identify which items doesn't belong in a class
   e) Will state how items are alike or different

6. Interprets Instructions
   a) The student will be able to follow a series of three directions

7. Making Predictions
   a) The student will make predictions given a verbally presented paragraph

8. Basic Concepts
   a) The student will identify/express directional words (ex. left/right, before/later, etc.)
   b) The student will identify/express quantatative words (ex. half/whole, part, equal, etc.)
   c) The student will identify/express cardinal numbers (1st, 2nd, 3rd, etc.)

9. Phonics
   a) The student will identify/express initial final consonants
   b) The student will identify/express rhyming words

10. Syntax and Semantics
   a) The student selects syntactically and semantically appropriate words to complete sentences.

CRITERION REFERENCED TEST
1st Grade

MATERIALS SUGGESTIONS

| OBJECTIVES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| BESST | | | | | ★ | | ★ | | | ★ |
| BOEHM | ★ | | | | | | | ★ | | |
| DLM Cards (Teaching Resources) | ★ | ★ | ★ | ★ | ★ | | | ★ | | ★ |
| Frank Schaffers Books | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| Goal Kit | | | | | ★ | | | | ★ | |
| Help Books 1 & 2 | ★ | ★ | ★ | ★ | ★ | ★ | | | ★ | |
| Language Expansion | ★ | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ |
| MEER Books | | | ★ | ★ | ★ | | ★ | | | |
| Peabody Kit | | | ★ | | ★ | | | | ★ | |
| Pictures Please | ★ | ★ | ★ | ★ | ★ | | | ★ | ★ | ★ |
| Sequencing Cards | ★ | ★ | ★ | ★ | | | | ★ | | |
| Sounds Ahoy | | | | | ★ | | | | ★ | |
| Target on Language | ★ | ★ | ★ | ★ | ★ | | ★ | ★ | ★ | ★ |

IOWA TEST OF BASIC SKILLS

2nd Grade

Test V (Vocabulary) and Test R-1/R-2 (Reading Comprehension)

I. Vocabulary
1. The student will identify definitions of presented words.
2. The student will demonstrate comprehension of quantity vocabulary.
3. The student will demonstrate comprehension of temporal vocabulary (time words).
4. The student will demonstrate comprehension of spatial vocabulary concepts (next to, in front, behind, etc.).

Auditory Comprehension and Auditory Memory (Test L [Listening])

II. Auditory Comprehension.
1. The student will follow oral directions to select correct answers.
2. The student will demonstrate recall of details presented in oral passage.
3. The student will identify main idea or best title to fit oral or written passage.
4. The student will follow oral directions involving if/then statement.

(Test L, Listening)

III. Sequencing
1. The student will demonstrate comprehension of concepts: first, last, next.
2. The student will demonstrate ability to choose pictures that correlate with sequence in a story or passage.
3. The student will demonstrate ability to determine cause/effect from a picture, paragraph or story.

(Test L - Listening and Test R - Reading Comprehension)

IV. Inferences
1. The student will select correct answer by making inferences from hearing an oral passage and/or looking at a picture.
   a) choosing setting
   b) choosing actions
   c) predicting outcomes
   d) infering details
   e) infering emotions of character

(Test 2, Listening)

V. Categorizations
1. The student will demonstrate ability to identify categories of objects, events, and actions
2. The student will demonstrate ability to group and/or categorize objects, events, and actions to the inclusion or exclusion of others in same category. (Mark all the red fruit, mark all the food that is not red.)

(Test L-4 Usage and Expression)

VI. Syntax
1. The student will identify correct/incorrect syntactic forms: involving verbs, pronouns, superlatives, articles, plurals, subject-verb agreement, double negative, correct word order.

## IOWA TEST OF BASIC SKILLS

2nd Grade
MATERIALS SUGGESTIONS

| Materials | Vocabulary | Listening | Sequencing | Inferences | Categories | Syntax |
|---|---|---|---|---|---|---|
| Achiev - Red | | | | | | |
| Boehm Kit | | * | | | | * |
| BESST Books | * | * | | | * | * |
| Comic Pages | | | * | | | |
| Communicards | | | | | | * |
| C.L.I.P | | | | | | * |
| D.L.M. Cards | * | * | * | | * | |
| "Follow Me" | | * | | | | |
| Frank Schaffer books | | * | | * | * | |
| Games Kids Like | | | | | | |
| Goal Kits | | | | | * | |
| Hap Palmer Records | | * | | | | |
| HBJ Teachers Manuals | * | * | * | * | * | |
| HELP Books | | | | * | * | * |
| Language Expansion & Remediation | | | | | | * |
| Listen My Children | | * | | | | |
| Many Meanings | * | | | | | |
| MEER Book | | | | | * | |
| MEER Images | | | | | * | |
| Newby Visual Language | | | | | | * |
| Peabody Kits | * | * | | | * | |
| Pictures Please | * | * | | | * | |
| Problem Solving-Cards | | | * | * | | |
| Raining Cats & Dogs Workbk | | | | * | | |
| Shape Up Your Language | | | | * | | |
| Simon Says | | * | * | | | |
| Sourcebook for Language | | * | | | | |
| SPARC | | | | | | * |
| TALK Manual | * | * | | | | |
| Target on Language | * | * | | | | |
| Teaching Vocabulary | * | | | | | |
| Uniset | * | | | | * | |
| Vehicles, Vegetables & Other Voc | * | | | | * | |
| Who's Listening | | * | | | | |
| Hands Homework Sheets | | | * | | | |
| Sequencing Workbooks | | | * | | | |

## CRITERION REFERENCED TEST

3rd Grade

1. Main Idea
   The student will identify by explicit and implicit main idea from a spoken and/or read paragraph for _____ %.

2. Details
   The student will respond appropriately to short answer questions from a spoken and/or read paragraph (explicit and implicit).

3. Sequencing

   The student will retell story or events in appropriate sequential order (explicit and implicit)
   a) Understand/use temporal/sequential vocabulary (before, after, etc.)
   b) Answer questions pertaining to sequence
   c) Retell story and organize sequence

4. Cause and Effect

   The student will identify cause and effect relationships (explicit and implicit).

5. Interpret Instructions

   The student will be able to follow a series of three directions.

6. Semantic Relationships

   The student will identify synonyms/word meaning from context.

7. The student will identify/express common affixes and root words.
   a) Teaching meaning of affix
   b) Generate words using affix and root word
   c) Identify words from list using affix (i.e. unlucky vs. unicorn)

8. Pronoun Referents

   The student will identify the noun to which a pronoun refers.

9. Classification

   The student will identify/express members of a class.
   a) Name class given members of group
   b) Name members given class
   c) I.D. which item doesn't belong in class
   d) Will state how items are alike or different

10. Problem Solving
    The student will make predictions given a verbally presented paragraph.

CRITERION REFERENCED TEST
3rd Grade
MATERIALS SUGGESTIONS

| OBJECTIVES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACHIEV | * | * | | | * | * | | | | |
| BESST | | | | | | * | * | | | * |
| CLIP | | | | | | | | | * | |
| DAILY COMMUNICATION | | | | | | | * | | | |
| DLM CARDS | | | | | | | | | * | |
| FILE | | | | * | | | | | | |
| FOLLOW ME | | | | | * | | | | | |
| HELP | | | | | | | | | * | |
| LANGUAGE INTERVENTION ACTIVITIES | | | * | * | | | | | * | |
| LANGUAGE R & E | | | | | | | * | | * | |
| MAIN IDEA BOOKS | * | | | | | | | | | |
| MEER | * | | * | * | | | | | | * |
| MEER IMAGES | | | | | | | | | | * |
| PRONOUN PAGES | | | | | | | * | | * | |
| READING TEACHERS BOOK OF LIST | | | | | | | | * | | |
| SCHAFFER LISTENING PROGRAM | | | | * | | | | * | | |
| SEQUENCING BOOKS | | | * | | | | | | | |
| SOURCEBOOK OF LANGUAGE | | * | | | | | | | | |
| SPARC | | | | | | | | * | | |
| SPEECH & LANG. REHAB. | | | | | | | | * | | |
| VOCABULARY DEVELOP. | | | | | | * | | | | |
| WORDS AND SOUNDS AHOY | | | | | | | | * | | |
| WORKBOOK FOR LANGUAGE SKILLS | | * | | | | | | | | |
| WORKBOOK FOR REASONING SKILLS | | | | | * | | | | | |

IOWA TEST OF BASIC SKILLS

4th Grade

1. The student will identify synonyms/words meanings )adjective, adverb, etc.) from context.

2. The student will identify explicit and implicit main idea from a spoken paragraph.

3. The student will respond appropriately to short-answer questions from a spoken paragraph (explicit and implicit).

4. The student will retell story/events in appropriate sequential order (explicit and implicit).

5. The student will identify/express causes and effect relationships (explicit and implicit).

6. The student will identify/explain literal vs. figurative language.

7. The student will infer a character's qualities/characteristics from context.

8. The student will identify by definition of multiple meaning words from context.

Syntax

9. The student will recognize a grammatically correct sentence.
   a) Pronoun usage
   b) Articles
   c) Negatives
   d) Irregular verbs
   e) Adjective
   f) Adverb
   g) Possessives
   h) Subject/Verb Agreement
   i) Conjunctions
   j) Plurals
   k) Verb Tenses
   l) Word Order

CRITERION REFERENCED TEST
4th Grade
MATERIALS SUGGESTIONS

| OBJECTIVES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| ACHIEV | ★ | | | | | ★ | | ★ | ★ |
| Auditory Skills Instructional Plan Sys | | ★ | | | | | | | |
| BESST | ★ | | ★ | | ★ | ★ | | | |
| CLIP | | | | | | ★ | ★ | | ★ |
| Communicards | ★ | | | ★ | | | | | ★ |
| FILE | ★ | | | | | | | ★ | ★ |
| Follow Me | | | | ★ | | | | | |
| Games Kids Like | | | | | | ★ | | | |
| HELP | | | ★ | | | | | | ★ |
| Idioms Book (Dormac) | | | | | | ★ | | | |
| Language, Remediation and Expansion | | | | ★ | | ★ | | | ★ |
| MAIN IDEA BOOKS | | ★ | | | | | | | |
| MANY MEANINGS | | | | | | | | ★ | |
| MEER | ★ | | ★ | | ★ | | | | |
| MEER Images | | | ★ | ★ | ★ | | | | |
| Shape Up Your Language | | | | | | | | | ★ |
| SPARC | | | | | | | | | ★ |
| Source Book of Language Learning Activities | | | | | | | | | ★ |
| Vehicles, Vegetables, and Other Vocabulary | | | | | | | | ★ | ★ |
| Vocabulary Development | ★ | | | | | | | | |
| Vocabulary in Context | ★ | | | | | | | | |
| Words-Expressions-Context | | | | | | ★ | | | |